

Restructuring Plan for Iroquois Middle and Southern Leadership Academy

**Goal: To improve the teaching and learning environment in order to
increase student achievement at Iroquois and Southern**

- Change student population to provide new accountability index and improve learning environment
- Gender separation by school
- 6-8 centers
- Southern (boys), Iroquois (girls)
- Select new staff
- Strong instructional manager as principal
- Master teachers
- Staff selection with Union
- Incentives to attract staff
- Change name at Southern Leadership Academy

Curriculum and Pedagogy foci

- Technologically rich
- CHAMPs/Foundations
- Professional development - job embedded with routine schedules
- Schedules that allow flexibility for instructional blocks, student interventions, and embedded professional development
- Pilot new math curriculum

Accountability Measures

- Routine assessments (PAS, CCAs) with monitoring
- Non-cognitive data (attendance, suspensions, office referrals)

Reporting Relationship

- Principal reports to superintendent

School Governance

- SBDM council dissolved for five years
- Superintendent makes school governance decision

Facility Changes

- Gender specific bathroom updates
- Technological updates
- Media Center updates
- Fine and Performing Arts

Technology Resources

- A computer lab for full class usage
- Five student work stations in each math and language arts classroom
- Read 180 lab in each school
- Fast Forward and Success Maker Programs
- One Classroom Performance System (CPS) per team
- One set of (32) TIP laptops per team of interdisciplinary teachers
- Updated media center, including a state of the art video conferencing studio

Teacher Resources

- Embedded professional development structure - a minimum of 2 periods each week
- Fully equipped room dedicated to professional development needs of teachers
- Half time instructional coach for each content area, including ECE (master teachers)
- BEST Mentors for new/struggling teachers
- Classroom packets of print materials to support instruction for each classroom teacher
- Classroom packets of calculators, pencils, pens, markers, rulers, etc. for each classroom teacher
- A tablet PC and mounted projector for each classroom teacher
- Reduced class size/student load

Parent Resource

- Bi-weekly parent workshops

Transportation Issues

- Single run buses
- Elementary school day schedule (not feasible)

Assessments

- PAS in reading and math (three times annually)
- CCA's (four times annually)

Student Programs

- ESL
- ECE

- Full music program (A minimum of 18-week chorus, band, general music, or orchestra for each student annually)
- Other Related Arts offerings
 - Technology instruction
 - Arts and Humanities
 - Art
- Co-Curricular programs (academic clubs, sports, arts, etc.)
- Day-time intervention programs provided by master teachers
- After-school ESS
- Adult Mentors for selected students
- Peer Mediation and Conflict Resolution Programs
- "Student Council" and other student leadership opportunities

Staffing

Structure

- Iroquois: principal, three grade level administrators, one counselor, one School Administration Manager (SAM)
- Southern: principal, three grade level administrators, one counselor, one School Administration Manager (SAM)

Principal

- Exemplifies moral imperative about student learning and achievement
- Holds high expectations for self and other staff members
- Maintains a laser-like focus on improving student outcomes (i.e., test scores, attendance, suspensions, among others) in a school with high poverty and diversity
- Develops and implements systems (i.e., instructional, assessment, professional development, school-wide student management, etc.) with accountability measures
- Establishes and builds a professional community of learners, starting with the instructional leadership team

Master Teachers

- Participate in same training as District instructional coaches
- Remain at assigned school for minimum of three years
- Teach three classes daily
- Coach a group of [grade-level] teachers by developing and facilitating a period of job-embedded professional development (Instructional Framework, CHAMPs/Foundations, instructional strategies, analysis of student work and

data) a minimum of two days each week, modeling lessons, co-planning, team-teaching, mentor teacher peers

- Serve on instructional leadership team
- Coordinate assessments for level of assignment
- Serve to recruit and interview teaching staff

Master Teacher Qualification

- Minimum experience three years
- Remain at assigned school for minimum of three years
- Major or minor in content (Reading/Language Arts, Math, Science, Social Studies)
- Proven record of positive student results

Regular Teachers

- Major/minor in area of assignment
- Remain at school a minimum of three years
- Morale imperative
- Teacher efficiency
- Contributing member of a team
- Continuous learner
- 4/6 periods everyone

Benefits/Incentives include, but are not limited to:

- Opportunity to make a positive difference in the lives of students
- Opportunity to work with others with moral imperative to make a difference for students
- Embedded professional development opportunities
- Common planning time with team or department peers
- Smaller class size/student load
- In-house support from content specialists
- Technology-rich environment
- Additional work days for administrators and coaches (5)

Gender Specific Schools Research Findings

From Accountability and Single-Sex Schooling: A Collision of Reform Agendas

(Kathryn Herr and Emily Arms (2004))

- Disadvantaged students in single-sex schools, compared to their counterparts in coeducational schools, have been shown to have higher achievement outcomes on standardized tests of mathematics, reading, science and civics. They show higher levels of leadership behavior in school, do more homework, take a stronger course load and have higher educational expectations.
- They [students] acknowledge that their schools have higher levels of discipline and order and...they have a less satisfactory social life than students in coeducational schools.

From National Association for Single Sex Public Education - "Best Practices for Single-Sex Education" (October, 2005)

- Girls in all-girls schools are more likely to study on subjects such as advanced math, computer science, and physics. Boys in all-boys schools are more than twice as likely to study subjects such as foreign languages, art, music, and drama.
- Researchers found that the single-sex classroom format was remarkably effective at boosting boys' performance, particularly in English and foreign languages, as well as improving girls' performance in math and science.
- Both girls and boys do significantly better in single-sex schools than in coed schools.
- Girls at all levels of academic ability did better in single-sex schools than in coed schools.
- Both boys and girls who were educated in single-sex classrooms scored on average 15 to 22 percentile ranks higher than did boys and girls in coeducational settings.
- Boys and girls in single-sex schools were more likely to be better behaved and to find learning more enjoyable and the curriculum more relevant.

From National Association of Elementary School Principals - "No Boys Allowed", (November/December 2002)

- One study found that while girls at coeducational schools tend to define self-esteem in terms of popularity and appearance, girls at single-sex schools define it in terms of academic achievement.
- For the 2005-2006 school year, at least 193 public schools in the United States are offering gender-separate educational opportunities; however 42 of those 193 schools are COMPLETELY single-sex in format.